

DOCUMENT RESUME

ED 472 003

SO 034 484

AUTHOR Patrick, John J.
TITLE Ten Trends in Education for Democracy in America.
PUB DATE 2002-12-09
NOTE 7p.; Paper presented at the International Symposium on the Importance of Civic Education for Positive Socialization in Society (Vilnius, Lithuania, December 9, 2002).
PUB TYPE Opinion Papers (120) -- Speeches/Meeting Papers (150)
EDRS PRICE EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS *Citizenship; *Citizenship Education; Civics; *Democracy; Democratic Values; *Educational Trends; Elementary Secondary Education; *School Role; Social Studies; Student Development

ABSTRACT

Leaders of nascent democracies, such as Lithuania, quickly understood that effective civic education is indispensable to the establishment, maintenance, and improvement of their institutions of government and civil society. They readily turned to civic educators in the United States, the world's oldest democracy, for advice about how to prepare children to be competent citizens. Interactions of U.S. civic educators with educators in newer democracies have stimulated renewal and reform of education for democracy in the United States. This paper identifies 10 trends in education for democracy in the United States, including systematic emphasis on the teaching and learning of the core concepts in the theory of democracy, systematic development of decision-making skills, encouragement of students to participate in extracurricular activities conducive to education for democratic citizenship, and the establishment and maintenance of an ethos of democracy in the school. The 10 trends provide a brief overview of practices in civics that are strongly recommended by leaders and reformers of education for democracy in the United States. (BT)

TEN TRENDS IN EDUCATION FOR DEMOCRACY IN AMERICA

By John J. Patrick
Indiana University, Bloomington, U.S.A.

This paper was presented at the "International Symposium on the Importance of Civic Education for Positive Socialization in Society, December 9, 2002 at the Vilnius Pedagogical University in Vilnius, Lithuania

SO 034 484

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

J. J. Patrick

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

2

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to
improve reproduction quality.

Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

TEN TRENDS IN EDUCATION FOR DEMOCRACY IN AMERICA

By John J. Patrick (Vilnius, Lithuania, December 9, 2002)

Since the 1980s, there has been a global surge of democracy, which has prompted a corresponding surge in democratic civic education in schools throughout the world. Leaders of nascent democracies, such as Lithuania, have quickly understood that effective civic education is indispensable to the establishment, maintenance, and improvement of their institutions of government and civil society. So, they readily turned to civic educators in the United States of America, our world's oldest democracy, for advice about how to prepare children to be competent citizens. Interactions of American civic educators, like me, with educators in newer democracies, such as Lithuania, have stimulated renewal and reform of education for democracy in the United States. In this brief presentation, I identify ten trends in education for democracy in America. This list of trends and my brief discussion of them provide an overview for you of the current trends in the reform and renewal of civic education for democracy in America.

1. The first trend is conceptualization or definition of civic education in terms of four interrelated components: civic knowledge, cognitive civic skills, participatory civic skills, and civic dispositions. The first component, civic knowledge, consists of basic concepts and information that students must know if they would become competent citizens of a democracy. Concepts in the theory and practice of democracy, such as representative government, popular sovereignty, constitutional government, the rule of law, human rights, and citizenship, must be understood by students if they would know what democracy is and is not. And information about the Constitution of the United States, institutions of the federal and state governments, and the behavioral expectations of citizens must be understood by students if they would become competent participants in their democracy.

Cognitive civic skills, the second component of civic education, are the intellectual operations that enable students to identify, describe, interpret, explain, and evaluate events in their democratic government and civil society. These cognitive skills enable students to use their civic knowledge to make reasonable decisions about public policy issues, to justify these decisions, and to carry out or implement the decisions.

Participatory civic skills involve actions by individuals to monitor and influence public policies and the resolution of public issues. These skills of participation, in tandem with cognitive skills, enable students to cooperate to promote personal and common interests.

Civic dispositions, the fourth component in the typical American framework of civic education, are the traits of character needed by individuals to preserve and improve their democratic government and civil society. Examples of these dispositions are temperance or self-regulation, compassion, tolerance, courage, loyalty, honesty, charity, and civility.

2. The second trend is a systematic emphasis on the teaching and learning of the core concepts or ideas in the theory of democracy and information about government and civil society that exemplifies the core concepts. By increasing the exposure of students to core content in the theory and practice of democracy in America, we increase the probability that they will master these ideas and remember information related to them. In addition, our research indicates that mastery of core concepts about democracy is related positively to achievement of civic skills and dispositions and to desirable democratic behavior, such as a propensity to vote and otherwise participate in government and civil society, to be interested in politics, and to respect the worth and dignity of other persons.

3. The third trend is using legal court cases or cases of political behavior to integrate the teaching and learning of civic knowledge, skills, and dispositions. Dramatic stories or cases of human behavior tend to attract the interest of students and to challenge them to use core concepts to analyze, explain, and make decisions about the issues presented in the cases. And the cases portray positive and negative human behavior and thereby contribute to the teaching of civic dispositions. So this method of teaching with cases brings the vitality and reality of human behavior in a democracy into the classroom and requires the integrated teaching and learning of all four components in the framework for civic education widely used in American schools.

4. The fourth trend is systematic development of decision-making skills. Case studies of political and legal issues, as well as inquiries into

community problems, are used by teachers to develop decision-making skills of students. The issues raised by case studies or community-based inquiries are occasions for decisions by students, who are then taught to examine the alternative choices, the likely consequences of each choice, and how to justify or defend their choice in response to the issue. The systematic teaching of decision-making skills in response to public policy issues is an especially effective method for teaching cognitive civic skills.

5. The fifth trend is the establishment by teachers of open classroom conditions of teaching and learning. These desirable classroom conditions are conducive to free and open exchange of opinions by students about public issues and policies. In such classroom conditions, students feel secure about freely investigating controversial topics, and they are not afraid to openly and candidly express their beliefs. Our research shows that this kind of classroom situation is related to development by students of such positive civic dispositions as tolerance, propensity to participate, and political interest.

6. The sixth trend is encouragement of students to participate in extracurricular activities that are conducive to education for democratic citizenship. Our research reveals that there is a strong positive relationship between participation in student organizations and team sports and the development of participatory civic skills and civic dispositions. The positive results are maximized when teachers help students to make connections between democratic civic learning in the classroom and similar learning in extracurricular activities outside the formal learning of the classroom.

7. The seventh trend is encouragement of students to participate in civic activities in the community outside the school. American students have increasingly been encouraged or even compelled to participate in community service learning activities. Service learning involves doing worthy tasks in the community outside the school that contribute to the common good. Thus, students may learn participatory civic skills and civic dispositions by practicing these skills and dispositions through tasks performed individually or cooperatively with others. Our research shows that service learning activities in the community are most likely to increase the civic knowledge, skills, and dispositions of students only when they are

connected systematically to learning activities in the curriculum and classrooms of the school.

8. The eighth trend is teaching and learning about democracy and citizenship across the curriculum and from primary schools through the final year of high school. Lessons in civics begin in kindergarten and the first grade, and they continue until the students depart from high school after completing the 12th grade. The teaching and learning of civics occur in separate courses on citizenship and government. For example, virtually all students in the United States are required to complete a high school course about American government. However, teaching and learning about civics and government also occur in courses in literature, economics, geography, history, and social studies. In particular, courses in American history, European history, and world history are used to teach the history of democracy.

9. The ninth trend is to establish and maintain an ethos or spirit of democracy in the school. When an ethos of democracy prevails in the school, students have confidence that their human rights will be protected and that their dignity and individually will be recognized and respected. Further, in such an atmosphere, students are encouraged to participate in the social and civic life of the school. Our research shows that there is a positive relationship between a prevailing ethos of democracy in the school and the development of democratic civic skills and civic dispositions.

10. The tenth trend is to conjoin content and processes in the teaching and learning of civic knowledge, civic skills, and civic dispositions. Civic skills and dispositions are inseparable from a body of civic knowledge or content. They cannot be taught and learned effectively in isolation from one another. So, teachers have been encouraged to connect or integrate all four components of the commonly used framework for civic education in their units of classroom instruction.

In conclusion, the list and discussion of ten trends presented in this paper provide a brief overview of practices in civics that are strongly recommend by leaders and reformers of education for democracy in the United States. I hope that my presentation of them to you will encourage or reinforce the use of these pedagogical practices in Lithuania.

REFERENCES

Bahmueller, Charles F. *Civitas: A Framework for Civic Education*. Calabasas, California: Center for Civic Education, 1991.

Baldi, Stephane, et al. *What Democracy Means to Ninth-graders: U. S. Results from the International IEA Civic Education Study*. Washington, D. C.: National Center for Education Statistics, 2001.

Galston, William A. "Political Knowledge, Political Engagement, and Civic Education." *Annual Review of Political Science* 4 (2001): 217-234.

Hahn, Carole L. *Becoming Political: Comparative Perspectives on Citizenship Education*. Ithaca: State University of New York Press, 1998.

Lutkus, Anthony, et al. *NAEP 1998 Civics Report Card for the Nation*. Washington, D.C.: National Center for Education Statistics, 1999.

Niemi, Richard, and June Junn. *Civic Education: What Makes Students Learn?* New Haven, Connecticut: Yale University Press, 1998.

Patrick, John J., and Sheilah Mann, eds. *Education for Civic Engagement in Democracy: Service Learning and Other Promising Practices*. Bloomington, Indiana: ERIC Clearinghouse for Social Studies/Social Science Education at Indiana University, 2000.

Patrick, John J., Thomas S. Vontz, and Kim K. Metcalf. "Learning Democracy through Project Citizen in Lithuania, Latvia, and Indiana." *The International Journal of Social Education* 17 (Fall/Winter 2003): 49-68.

Torney-Purta, Judith, et al. *Citizenship and Education in Twenty-eight Countries: Civic Knowledge and Engagement at Age Fourteen*. Amsterdam: International Association for the Evaluation of Educational Achievement (IEA),



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

SO 034484

I. DOCUMENT IDENTIFICATION:

Title: *Ten Trends in Education for Democracy in America*

Author(s): *John J. Patrick*

Corporate Source:

Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

*Sample*_____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY. HAS BEEN GRANTED BY

*Sample*_____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

*Sample*_____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign
here, →
please

Signature: <i>John J. Patrick</i>	Printed Name/Position/Title: <i>John J. Patrick, Director</i>	
Organization/Address: <i>Indiana University, 1570 2805 E. 10th St. Suite 7200 Bloomington, IN 47408</i>	Telephone: <i>855-3838</i>	FAX: <i>855-0455</i>
	E-Mail Address: <i>patrick@indiana.edu</i>	Date: <i>1/17/03</i>

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:	
Address:	
Price:	

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:	
Address:	

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/CHESS
2805 E. Tenth Street, #120
Bloomington, IN 47408

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: <http://ericfacility.org>